PUTTING THE “I” IN IEP
Collaborative Teacher Mini Inquiry

INQUIRY QUESTION:
How can we create better Individual Education Plans to increase student success?

OBJECTIVE:
This mini inquiry will provide educators with an opportunity to refine their own knowledge base and deepen their understanding of quality Individual Education Plans and their impact on student learning. The goal of the activity is that deepening understanding of the purpose and requirements for the IEP will lead to increased engagement of teachers with the IEP, which will lead to improved student learning and success.

MATERIALS
- Putting the “I” in IEP Resource Duotang:
  - What is an IEP & Tricky Bits of the IEP
  - One page Moderation Look-Fors sheet
  - RCDSB IEP Exemplars
  - 2012 RCDSB IEP Review Summary
- 2 anonymous IEPs (1 elementary & 1 secondary)
- Reflection Sheet
- PowerPoint Presentation

PREPARATION
- Copy of resource duotang for each group of 3
- Copy of one IEP for each group of 3
- Piece of chart paper for each group of 3
- Marker for each group of 3
- Copy of Reflection Sheet for each participant
- Ensure PPT presentation works on hardware

INSTRUCTIONS
(~30 minute session)

- Brief background of provincial IEP Review process:
  - IEP Standards document was released in 2000, and purple IEP Guide was released in 2004
  - 2006 provincial review of IEPs, results reported for Board and provincial level
  - 2012 provincial review of IEPs – RCDSB had major gains in Accommodations and Assessment Methods, continued areas of weakness are program pages, transition plans and parent consultation logs (RCDSB report in duotang has graph comparing 2006 & 2012 results)
- Divide into groups of 3, hand out duotang and an IEP to each group, plus chart paper & marker
- Quick description of duotang contents (see list in Materials above)
- Introduce Inquiry Question (above)
- Whole group – Review/moderate the Assessment section on page 1 of the IEP using the ‘Tricky Bits’ section, the ‘Moderation Look Fors’ sheet, and the ‘Exemplars’ and the ‘Tricky Bits’ section of the duotang – is it a level 1, 2, 3 or 4? Why? Surprises or questions?
- Small group – Have each group review/moderate the program pages in the following areas:
  - Current Level of Achievement
  - Annual Program Goal(s)
  - Learning Expectations
  - Teaching Strategies
  - Assessment Methods
- Each group reviews their sections and records on chart paper whether it is a level 1, 2, 3 or 4, their reasons, and any surprises or questions that arose from their discussion.
- Each group shares results with whole group. Any burning questions that are left can be emailed to the special education department for clarification.
- Each participant completes the Reflection Sheet
PUTTING THE “I” IN IEP
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1. What did you discover through the IEP Mini Inquiry moderation & discussion process?

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2. How will you use this information within your professional role?

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